DOCUMENT RESUME

ED 183 731 CE 023 981

TITLE	Adult Basic Education: Research, Demonstration, Staff Development and Dissemination. Proceedings of the 1978 Virgina ABE Dissemination Conference (Ingleside Resort Hotel, Staunton, Virginia, July 31-August 2, 1978).
INSTITUTION	Virginia State Dept. of Education, Richmond. Adult Education Service.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	78
NOTE	29p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Abstracts: *Adult Basic Education: Conference Proceedings: Educational Television: Mobile Classrooms: Outreach Programs: Program Descriptions: *Program Evaluation: State Programs: Teacher Education
IDENTIFIERS	Virginia

ABSTRACT

This conference proceedings report contains abstracts of seven 1977-78 Virginia Adult Basic Education (ABE) projects presented at a dissemination conference for ABE administrators and teachers. The abstracts vary in length (two to seven pages) and format and focus on program objectives, procedures or strategies, expected results, findings, problems encountered, and recommendations. The seven astracts cover the following projects: A Longitudinal Study of Adult Basic Education in Virginia: Adult Basic Education Teacher Training Workshop: Evaluation of DIAL Tapes and Materials: The Adult Mobile Learning Center (AMLC): What Is Adult Basic Education? A Community Training Project: Adult Basic Education Teacher Training Project: Teaching Adults to Read: and APL via TV for ABE. (EM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED183731

Adult Basic Education: Research, Demonstration, Staff Development and Dissemination Proceedings of the 1978 Virginia ABE Dissemination Conference

The Report of the 1978 Virginia ABE 309 Dissemination Conference

Edited by the Staff of the Virginia Adult Education Service

Editorial Assistant: Joan Harris

July 31 - August 1-2, 1978
Ingleside Resort Hotel
Staunton, Virginia

State Supervisor
William M. Moore
Adult Education Service
P. O. Box 6-Q
Richmond, VA 23216

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 023 981

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Table of Contents

Acknowledgments ..... Page iv

Introduction ..... Page v

309 Project Presentations ..... Page 1

- A Longitudinal Study of Adult Basic Education in Virginia ..... Page 1
- Adult Basic Education Teacher Training Workshop ..... Page 3
- Evaluation of DIAL Tapes and Materials ..... Page 5
- The Adult Mobile Learning Center (AMLC) ..... Page 7
- What Is Adult Basic Education? A Community Training Project ..... Page 11
- Adult Basic Education Teacher Training Project: Teaching Adults to Read ..... Page 13
- APL via TV for ABE ..... Page 20

1978 ABE Dissemination Conference

- State Adult Education and Conference Staff ..... Page 22
- Conference Participants ..... Page 23

Acknowledgments

The success of the 1978 309 Dissemination Conference can be measured by the large number of participants who attended and by the numerous favorable comments made by those participants on the conference evaluation forms. Successful conferences do not just happen. The hours devoted to writing many letters, to making phone calls, and to solving a great number of problems that precede the conference itself are the key. It takes dedicated people who are willing to put forth that little extra everyday. I want to express my appreciation to the members of the State Adult Education staff for their effort. Especially Lennox McLendon who was responsible for the program, Doris Walker who made all the arrangements for the special events, and Horace Webb who made all the arrangements for the exhibits. A special thanks also to Joan Harris without whom all the typing, mailing, and detail work would not have been accomplished.

Conference planning was the job of the state staff, but the presenters and presiders are the people who provide the real substance of the conference; this acknowledgement would not be complete without a special thanks to them.

William M. Moore, Supervisor
Adult Education Service
Department of Education
Commonwealth of Virginia

Introduction

This report contains the abstracts of the 1977-78 Virginia ABE 309 Projects as presented during the 1978 309 Dissemination Conference conducted at Ingleside Resort Hotel, Staunton, Virginia, on July 31, August 1 and 2, 1978. The purpose of the conference was two-fold: first to provide ABE teachers and administrators with a report of all Virginia 309 project activities concluded during the FY 1978 and second, to review with the teachers and administrators those project findings and encourage each local ABE program to utilize the information gained in the development and improvement of Adult Basic Education programs. Participants attending the conference were Division Superintendents, Adult Basic Education Supervisors, Teachers, Teacher Aides, Recruiters, Counselors, Learning Center Coordinators, 309 Project Personnel, and State staff members.

309 Project Presentations

A LONGITUDINAL STUDY OF ADULT BASIC EDUCATION IN VIRGINIA

Project Director
Dr. Ronald Sherron
Virginia Commonwealth University
4052 Oliver Hall
Richmond, VA 23284

Project Coordinator
Dr. Dennis Kinlaw
Virginia Commonwealth University
4052 Oliver Hall
Richmond, VA 23284

GENERAL DESIGN

This longitudinal study was funded as a 309 Special Project by the Virginia Department of Education, Adult Education Service. In 1970-71, Virginia Commonwealth University conducted the first Virginia statewide Adult Basic Education (ABE) Evaluation. The study was basically a descriptive study of the current condition of ABE. Although one time description studies are valuable, they do not indicate change or growth over time. One of the major purposes of this study was to compare the current data with the previous findings of 1970-71.

The same instruments administered in 1970-71 have been repeated. In addition, the newly developed **APL Survey** of the American College Testing Program was administered to a random sample of ABE students. This will evaluate the current status of Virginia's ABE students on five essential content areas and five skill areas. The results from this phase of the study will provide essential baseline data for the future implementation of APL curriculum materials and methods.

PROJECT OBJECTIVES

The project was designed to accomplish the following objectives:

1. To appoint a statewide ABE Evaluation Advisory Committee to advise and assist in the identification of appropriate evaluation data sources and techniques.
2. To design and implement a statewide program evaluation to be conducted during the school year of 1977-78.
3. To assist local programs in developing a self-study evaluation specified as Phase I in the priority listings.
4. To provide a model evaluation design for local self-study use which includes appropriate instruments for self-study data collection.
5. To conduct a representative statewide assessment of each school district's ABE students utilizing the American College Testing Program's **APL Survey.**
6. To computer analyze the statewide data collected with appropriate statistical tests.
7. To prepare a comprehensive evaluation report on all phases of ABE program operation.
8. To disseminate the evaluation findings and recommendations in the form of a printed report and to summarize and discuss the findings at appropriate meetings, e.g. Dissemination Conference 1977-78.

POPULATIONS SAMPLED AND RETURNS

Table 1 indicates the populations studied and the percentage of returns. The overall return rate was eighty-two (82) percent. The number of usable returns are fifty-five (55) percent, which is an acceptable figure for a mail questionnaire survey design.

Questionnaire	Sent Out	Returns				Total Returns		No Response	
		Complete		Incomplete					
ABE Teachers	617	252	41	175	28	427	69	190	31
Teacher Aides	130	63	48	40	31	103	79	27	21
Student Data Sheets	2,093	1,108	53	626	30	1,734	83	359	17
Student Interview Guides	2,093	1,161	56	588	28	1,749	84	344	16
APL Survey	2,096	1,251	60	551	26	1,802	86	294	14
ABE Supervisors	97	61	63	4	4	65	67	32	33
DIAL Program Supervisors	6	2	33	1	17	3	50	3	50
Learning Center Supervisors	21	11	52	2	10	13	62	8	38
School Division Superintendents	143	93	65	1	1	94	66	49	34
ABE Counselors	21	10	48	9	43	19	91	2	9
GRAND TOTALS	7,317	4,012	55	1,997	27	6,009	82	1,308	18

Table 1. Date Returns Summary

SELECTED RESULTS

The project's final results are published in a detailed 200 plus page report. This section will highlight and summarize selected findings.

APL SURVEY

The 1,251 students taking the **APL Survey** made an average score of 25.54. The Southern Region average score is 27.37. The total norming sample average score is 28.16. Perfect score is 40. The level of functional competency of students in Virginia's ABE program is below average.

Statewide performance was average in all content areas except Government and Law. Mean student performance in this area was below average. Comparison of mean scores with regional averages reveals that State scores fall in the lower half of the average range in occupational knowledge and in the upper half of the average range in community resources and health. When compared to national norms, Virginia falls in the lower half of the average range in community resources, occupational knowledge, consumer resources and health. A comparison of the percentage of correct answers for the Southern Region and for Virginia indicates that Virginia students equaled or excelled region students only on five questions out of the total of 40.

Statewide student performance was average in all skill areas except Identification of Facts and Terms. Performance in this skill was below average. In all those skill areas in which performance was average, Virginia's mean scores were all in the lower half of the average range. An examination of the percentage of correct responses indicates that Virginia students reached the Southern Region performance levels on two reading items, two writing items and one problem-solving item. In the other 35 items, they did not reach the region levels of percent correct. Virginia generally does not reach average levels of percentage correct responses when compared to the Southern Region. Of the four norming regions (Northeast, North Central, South, and West), the South ranks fourth. In terms of percentage correct for each of the 40 items on the survey, Virginia is equal to or better than the South in only five items. Virginia is below average in the poorest performing region. Very little difference is noted between State, ABE Program, and Learning Center means. DIAL students (those are enrolled in the ABE by telephone program) performed better than other students in all content areas and in all skill areas. Adult Learning Center students performed as well as or slightly better than ABE Program students in all content areas except Occupational Knowledge. In the skill area, Learning Centers reported slightly higher mean results for all skills except Computation. These data are only suggestive of a trend which does indicate that students at the Adult Learning Centers do perform somewhat higher than other ABE students (except DIAL students).

PROGRAM FACTORS

Enrollment Growth. The data demonstrates a slow but progressive growth in student enrollments since the last statewide evaluation in 1970. In 1970, the Adult Basic Education Program had an enrollment of 9,750 students which was slightly more than ½ of 1% of the Target Population (as identified in the 1970 Census data) of .6%. In 1970, the ABE program was serving 1% of the Target Population (1.1%) and by the end of FY 1977, the program had reached 1.3% of the Target Population (19,053 students).

Funds Allocated. It is interesting to note that throughout this seven-year period Federal funds increased only $534,339. Indeed, there was not substantial growth of Federal dollars to the ABE program. In general, the increase in Federal and State dollars has not kept pace with the inflation growth and, in reality, the ABE program is serving more students today with less funds than it received in 1970.

In-Service Training. Since 1970, a great variety of in-service training opportunities have been provided by both 309 projects and course offerings by State colleges and universities. The ABE teachers and supervisors have shown a substantial increase in participation in regional institutes and college graduate courses. Forty (40) percent of the supervisors and 44.3 percent of the teachers indicate that the in-service training is inadequate.

Instructional Strategies. In general, the instructional methods used have not changed over the eight year period. Field trips have decreased (10%) and A-V usage has decreased 4.4%. Class lectures, traditional texts and workbooks account for approximately one-third (32.9%) of the instructional time.

SUMMARY

ABE in Virginia has made remarkable progress since 1970 considering the inadequate funding and part-time nature of the program. The State staff is better organized and trained, the local supervisors and teachers are better trained and more aware of adult learner characteristics, program facilities are better, instructional materials are better. Program promotion and recruitment are still problems as well as inadequate counseling and student personnel services. Job placement and referral is still a major student concern.

These selected results are not representative of the study which is a detailed 200 plus page report with supporting tables, graphs, figures, charts, etc. Copies will be disseminated to all local programs, State Directors, and other interested parties upon request.

ADULT BASIC EDUCATION TEACHER TRAINING WORKSHOP

Project Director
Mr. Jerry Browder, Supvr.
Adult Basic Education
2100 Idlewood Avenue
Richmond, VA 23220

Contact Person
Mr. Jerry Browder

DESCRIPTION

This grant was used to conduct a local workshop for Adult Basic Education (ABE) teachers and aides in the city of Richmond. Approximately 55 participants were expected to be involved in this workshop which was held for five days in August.

OBJECTIVES

1. Participants will be aware of new trends in education in today's world.
2. Participants will better know how to teach reading to adults.
3. Participants will be better prepared in the area of Metric Measurement.
4. Participants will be better prepared for working with handicapped students, including EMR students.
5. Participants will learn some techniques for designing curriculum for addults.
6. Participants will learn more about community services available to the ABE student.
7. Participants will be better informed about careers and opportunities for ABE students.
8. Participants will know more about the GED program which follows the ABE program.
9. Participants will have a session about record keeping.
10. Participants will know more about opportunities available to the ABE teacher regarding professional organizations, higher education, and publications.

ADMINISTRATION

The administration of the project was through the Richmond Department of Adult Basic Education, and all those involved were under the direction of the Supervisor.

PROCEDURES

1. The project design called for the 55 participants involved to be fitted into approximately ten time slots during the five-day period. Those time slots were designed to provide training in the areas referred to in objectives.

   Paid consultants and knowledgable practitioners from the local area were used in this project.

   All participants were to be paid to attend the workshop, and box lunches and refreshments were to be provided.
2. Location—The workshop was scheduled to be held at the Richmond Technical Center, 2020 Westwood Avenue, Richmond, VA 23227, and to run from 9-4 daily with a one-hour lunch break.
3. Participants—All local ABE personnel were to be invited to attend the workshop.
4. Methods and Materials—Both lecture and group interaction were intended to be practices. In addition, group sessions and demonstrations were parts of the program design.
5. Planned Evaluation—Evaluation was to be conducted by the workshop staff.
6. Time Schedule—At the time of the proposal submission, the time schedule was uncertain (June, July, or August).

COORDINATION AND DISSEMINATION

The workshop was designed to be coordinated by the local ABE Supervisor.

FACILITIES

Consultants and local personnel were to be used in the workshop.

SPECIAL FUNDING PROVISIONS

The Finance Department of the Richmond Public Schools agreed to supply the financial print-outs showing that this project was a specially funded one. It also agreed to show all expenditures.

WORKSHOP EVALUATION

1. An Adult Basic Education workshop on teacher training and community services was held August 1, 1977, through August 6, 1977, at the Richmond Technical Center. The project director of the workshop was Mr. Jerry D. Browder, Supervisor of Adult Basic Education, Richmond Public Schools. The workshop had been designed to give in-service training to adult educators, with a large part of the program devoted to "Techniques and Practicum Sessions." The workshop was the result of a proposal submitted to the State Department of Education on March 29, 1977, by Mr. Browder. Most of the participants attending were from Richmond Public Schools (50); however, several (5) were from the Henrico County School system. The group consisted of adult educators, special education teachers, retired, part-time ABE teachers and others interested in adult education. Guests from community agencies also visited. In addition, staff members from the ABE class for the deaf together with members from the Richmond Center for the Deaf were present. Also present were supervisors from the State Department of Education as well as some local school administrators. A booklet with an outline of the week's schedule and objectives of the workshop was distributed to each participant.
2. At the end of the week, an overall evaluation by each participant was made. All participants expressed their concerns about the workshop, selected the topics that most appealed to them, and provided themes for future workshops. Additional comments were also expressed.

TOPICS SUGGESTED FOR CONTINUATION

Metrics
Using the newspaper as a teaching instrument
The Adult Learner
Teaching of reading techniques
Counseling the ABE student
Motivating the ABE student
The GED program and test
Interpersonal skills development
Program promotion, recruiting, and student retention
Drug abuse in the adult community
The ABE student's awareness of current events
Record keeping
Working with the handicapped ABE student
Community services available to the ABE student

SUGGESTIONS FOR IMPROVING FUTURE WORKSHOPS

Shorten workshop to five days
Screen speakers to determine ability of present topic
Make sure speaker knows who he or she is addressing
More sessions where work is done; more "hands on" approaches
Lengthen session to include actual practice of theory
More open discussion
More group participation
More information on GED; demonstration of how test is given
More training in helping student to map out steps to getting his GED
Panel of ABE students to reflect views of why they entered and stayed in program
Actual adult students as "models"
Allow some choice of sessions to attend by the participants
Use our own personnel to explain what they do
Use more people with actual classroom contact and experiences with adults, rather than instructors
All sessions should relate directly to ABE
For those not presently in adult programs, give a more detailed orientation explaining the different adult programs and the requirements for each
Use more audio-visuals (to change the pace of the workshop)
Use even smaller groups
Session time-differentiation depending of depth of subject
More adhesive nametags available every day
Smoking and non-smoking sections

SUGGESTIONS FOR FUTURE WORKSHOP THEMES

Materials to use with the adult learner (published and teacher-made)
Speakers discussing ABE programs in other states
Discussion of state requirements for setting up an ABE class
The young adult learner (17-22)
Teaching of reading and mathematics
Motivation
Program promotion, recruiting, and retention
The development of positive self-concept
Development of basic survival skills
Social gerontology—the aging process and adult education
Professional and professional-student interrelationships
A "hands on" approach to classroom methods for implementing APL instruction, possibly preceded by a brief overview of the foundation of APL
Individualizing instruction
The open classroom for adult learners
The library and the adult learner
ABE as the basis for advanced work
The role of auditory and visual perceptual development in ABE
Value of open communication with our students
New materials on the market for ABE
ABE "goings on" around the country
An introductory session on—"what a workshop should be"

EVALUATION OF DIAL TAPES AND MATERIALS

Project Director
Mr. Joseph A. Berryman
Supvr., Adult Education
Campbell County Schools
Rustburg, VA 24588

Contact Person
Mrs. Carol S. Brown
Campbell Co. DIAL/
Adult Learning Ctr.
Campbell Co. Vo/
Tech. Center
Box 576
Rustburg, VA 24588

INTRODUCTION

DIAL (Direct Instruction to Adult Learners) is a unique telephone instructional system in which undereducated adults can call, enroll, and be evaluated to receive instruction. The adult who enrolls in DIAL receives instruction by mail and through listening to selected cassette tapes by special telephone hook-up. The DIAL method of instruction reaches the adult student who is unable to attend an adult learning center or adult night classes.

The 309 Project "Evaluation of DIAL Tapes and Materials", was conducted from August, 1977 through July, 1978. The project was initiated to aid the DIAL Centers of Virginia in reviewing their present tape programs, and to provide comprehensive evaluations of new tape programs for possible use in DIAL.

The project used the following characteristics in making judgments on the acceptability of tapes.

1. Tapes should be adult-oriented.
2. Tapes should be from five to fifteen minutes in length —no longer and preferably played from beginning to end without stopping.
3. Tapes should be of high quality, clear, easily understood, and error free.
4. Tapes should provide the student with incentive to progress in selected area of study.
5. Tapes should be accompanied by easily understood materials.
6. Tapes which teach and reinforce one skill are preferable to tapes which teach multiple skills.

OBJECTIVES

The objectives of the 309 Project, "Evaluation of DIAL Tapes and Materials," were concerned with two areas of research: review of existing tape programs being used in DIAL, and evaluation of new commercially-produced tape programs. The objectives concerned with review were accomplished with the assistance of the staff of the five DIAL Centers in Virginia. The visits and interviews with the DIAL Center teachers provided the information needed to complete the objectives.

The second area of research involved securing and evaluating commerical tapes. Ineffective tapes in instructional areas had been identified from the review completed with the DIAL Center teachers. Tapes and materials for inadequate subject areas were sought first. The securing of commercial tape programs proved to be difficult since distributors were reluctant to release tapes for evaluation rather than purchase. The thorough examination of tapes and accompanying materials proved to be greatly time consuming. Materials to accompany existing tape programs were also sought during this period of the project.

All findings of the project were to be compiled and printed upon the project's completion. All of the work of the project was to be reported periodically to the Department of Education, Adult Education Service, and articles were to be submitted to the Adult Education Newsletter.

RESULTS EXPECTED

The 309 Project, Evaluation of DIAL Tapes and Materials, proposed to provide a general review of the tape programs being used in the DIAL Centers of Virginia. The project also proposed an extensive evaluation of commercial tapes to be made available to the adult education personnel of Virginia through a printed supplement.

FINDINGS OF ACTUAL RESULTS

A general review of Virginia's DIAL Tape programs was completed at the beginning of the project's research. A number of evaluations were completed and presented along with other information. It was discovered that very few of the commercially-produced tape programs met the required characteristics established for the DIAL method of instruction. A need for the development of original tape programs became evident.

PROBLEMS ENCOUNTERED

The main problem encountered in the work of the project was the time consuming task of securing and examining the commercially-produced tape programs and accompanying materials. Distributors are reluctant to release tapes for evaluation purposes only. Many times the project staff was faced with examining a large number of tapes in a short amount of time. Providing a readable supplement for the adult education personnel became a challenge for the project staff. The problems encountered in dealing with the professional printer included many hours of proofreading and correcting of submitted material.

FOLLOW-UP RECOMMENDATIONS

The project staff recommends that the DIAL educator examine commercially-produced tape programs carefully before purchasing; this caution is given due to the frequent discovery of errors in commercially-produced tape programs that were evaluated. The staff concludes that there is a need for the development of original tapes and accompanying materials to be developed specifically for the DIAL method of instruction. All original tapes and materials should be made available to adult education personnel throughout the State of Virginia. It is recommended that tapes for weak subject areas be developed first, followed by tapes and materials for additional subject areas. The project staff recommends that a periodic examination of

commercially-produced tape programs be conducted as an aid to the DIAL and adult learning centers throughout the state.

PROJECT STAFF

Mrs. Virginia Reid, tape evaluator
Adult Learning Center
Armstrong School
Monsview & Grayson
Lynchburg, VA 24504

Miss Stacy Wright, tape evaluator
Adult Learning Center
Danville, VA 24541

Mrs. Dale Phillips, materials coordinator
Campbell Co. DIAL/Adult Center
Rustburg, VA 24588

Mrs. Mary Roark, project evaluator
VPI & State University
Blacksburg, VA 24141

Mrs. Grey Williams, aide
Campbell Co. DIAL/Adult Center
Rustburg, VA 24588

11

THE ADULT MOBILE LEARNING CENTER (AMLC)

Project Director
Mr. Hal Koenig, Director
Continuing Education
Eastern Shore Comm. College
P. O. Box C
Melfa, VA 23410

Project Coordinator
Mrs. Ruth Wise
Eastern Shore
Community College
P. O. Box C
Melfa, VA 23410

INTRODUCTION

The Adult Mobile Learning Center is a mobile classroom (a 7½' x 28' Winnebago) which serves adults who wish to upgrade their basic learning skills in reading, English, writing, and math. These adult learners cover the spectrum of functional levels: those who want to learn to read and write, those who want to sharpen weak skills or refresh old ones, and those who want to prepare for the high school equivalency examinations. Their levels of formal school preparation range from the very early grades (2nd and 3rd) through high school graduation. Several who have completed high school but find their basic skills still lacking are attending the AMLC. Some are preparing for college entrance, while others are entering AMLC to better themselves in the job market.

There are eight site locations throughout Accomack and Northampton Counties and the mobile unit is at each site for 2½ hours per week. The mobile unit can seat seven persons. If the number of adults wishing to attend exceeds that seating capacity, then larger "classroom" space is sought in that particular area.

The AMLC is staffed by one instructor/coordinator and one teaching/clerical assistant. It is fully equipped with seven carrells and chairs, a teacher's desk, a storage cabinet for materials, a file cabinet, magazine rack, portable chalkboard, a globe, maps, dictionaries, and a wide variety of coping skills materials. All student materials are consumable.

OBJECTIVES

1. To have enrolled by June 30, 1978 at least 56 persons in a regular program of individualized instructions in reading, English, math, and writing.
2. To reach that population of persons functioning between the 3rd and 6th grade levels.
3. To have provided by June 30th for a total of 350 persons low-level/high-interests reading and self-study materials.
4. To have increased by 2-3% the circulation of low-level/high interests materials in the Eastern Shore Public Library.
5. To provide for the migrant community ABE classes as the need and time permit.
6. To enroll that at-home population: welfare recipient, non-working young male.

RESULTS EXPECTED

1. To have enrolled 80 persons in a regular program of ABE instruction.
2. To have increased their reading levels six months to one year.
3. To have reached two hundred persons through the coordinated efforts of the Eastern Shore Public Library, Bookmobile, Eastern Shore Community College Library, and the Adult Mobile Learning Center with self-study and low-level/high-interests reading materials.
4. To have provided at least two ABE classes to the migrant population.
5. To have built community awareness of the Adult Mobile Learning Center as a resource.

FINDINGS AND RESULTS

1. The AMLC enrolled a total of 125 persons in a program of regular ABE/GED instruction.
2. Sixty-three of those persons were enrolled as of June 30, 1978
3. The concept of the mobile classroom is well-founded in this area and transportation is a problem. Community awareness of this resource has broadened, and more people are taking the opportunity to strengthen and/or finish their formal education.
4. The enrollees cover a far wider range in educational levels than the third to sixth grades. They range from the non-reader level to the high school equivalency preparation level.
5. Many enrollees are working people who want to improve their job status. Some are mothers who are interested in helping their children with school work. Others are interested in preparing for the job market. Almost all feel that better education would upgrade the total quality of their lives.
6. Several working enrollees who cannot attend regularly send their books for corrections and explanations on a weekly or bi-monthly basis.
7. Seven persons were prepared to take the high school equivalency examination in June. Seven passed.
8. The "lending library" component did not get underway until the latter part of the year (May). Therefore, it will take several months before we can make any valid assessment of its progress.
9. The number of persons served, other than those enrolled, was limited as the idea of seeking materials for self-study purposes through libraries has not yet rooted itself in the area.

PROBLEMS ENCOUNTERED

1. The idea of adult learning is new to the area and thus required at least the first year to establish a reasonable base of community awareness before the idea could take hold and gain momentum.
2. The year's allotted time for implementing a dual purpose program, the ABE component and the "lending library" component, was too much to undertake within that time frame and without a body of knowledge from which to work. Thus, the "lending library" component was diluted in the effort to build the ABE component.
3. The concept of serving the migrant population was

submerged in the face of the need to serve the indigenous people.

4. The effort to enroll every adult enrollee in a full program of instruction may be somewhat unrealistic; often, adults wish to spend time on that subject(s) which they need for immediate use or in which they perceive themselves as needing.
5. Part of the problem in enrolling adults who are functioning at the early grade levels is that many see the amount of learning that they must do in order to affect any real impact on their lives as a long term investment and a little bit of learning as being of little value.
6. The program had its greatest difficulty holding those persons 17-25. The staff of the AMLC theorizes that there are several reasons: the rural agricultural, seasonal and factory-type work available; the lack of positive identity figures above the laborer level lifestyle to enable the learners to perceive themselves outside of this socio-economic station, inexposure and shortsightedness in regard to the changes of their immediate environment; and the inability to set goals short and long range.
7. The problem of retention or fluctuation is inherent in an ABE program, making it difficult to evaluate all students' progress over a long period of time.

FOLLOW-UP RECOMMENDATIONS

1. The time factor should be considered in initiating the new concept of adult education in an area in which the idea must root.
2. A project which consists of several related but slightly separate goals such as the AMLC and coordinated components should be set up in phases so that full effort can be given to a singular facet at a time, thus not diluting the effectiveness of any singular effort.
3. The value in the AMLC has been not so much in the numbers of enrollees but in the accomplishments of those persons who did remain with the program for several months. (See case studies and special stories and statistics for clarification of this statement.) Thus, while statistics are important in terms of cost effectiveness, the "content and substance" of the program should be equally considered.
4. Greater efforts must be made earlier in the fiscal year for making the migrant population aware of this resource (AMLC), but the major thrusts in its development should be geared toward the indigenous community.
5. The idea of the "lending library" is a related but separate concept and thus must be publicized and developed on its own in order to heighten the public's idea of self-study.
6. The staff of the AMLC should give greater effort to retaining that population of younger persons between 17 and 25 by devising methods through which that population might assess its goals, project toward the future, and realize the possibilities for change in lifestyles and personal growth.
7. The AMLC will attempt to develop a site(s) at a factory to allow workers to improve the skills which may serve them in job advancement.
8. The AMLC will coordinate with the Senior Services Program an ABE/self-study program which will allow senior citizens with limited means of mobility to take advantage of the supply of materials available.

YEARLY STATISTICS

October - June 30, 1978

Total served—141 Total enrollees—125
Total enrolled as of June 30—63

Number of Blacks—75 Number of Males—21
Number of Whites—50 Number of Females—104

Total student hours January 2 - June 30—2195

Number enrolled by county.

Accomack—69 Northampton—56

Enrollees by Age

17-20—17
21-30—42
31-40—28
41-50—14
51-60—10
61-70— 1
71-80— 4

Grade completed in schools:

1st—1	5th— 2	9th—29
2nd—1	6th— 3	10th—19
3rd—1	7th—15	11th— 9
4th—3	8th—18	12th—11
		above 12th— 4

GRADE LEVEL SCORES ON ABLE TESTS

Pre-test

ABLE I

Reading	Math
2.0-2.9—5	3.0-3.9—4
3.0-3.9—4	4.0-4.9—9
4.0-4.9—3	5.0-5.9—5
5.0-5.9—1	6.0-6.9—1
6.0-6.9—10	

ABLE II

3.0-3.9—2	3.0-3.9— 3
4.0-4.9—5	4.0-4.9— 8
5.0-5.9—5	5.0-5.9—12
6.0-6.9—3	6.0-6.9—17
7.0-7.9—15	7.0-7.9—15
8.0-8.9—11	8.0-8.9— 8
9.0-9.0 + —42	9.0-9.0 + —11

6 non-readers—no pre-test (see case studies)

High school equivalency tests—total scores:

321
297
290
265
241
241

Eastern Shore Community College entrance examinations:

7 examined:
- 3 qualified for all college level courses
- 2 recommended to take remedial courses but qualified for some college level courses
- 2 recommended to take developmental courses before entering college level

CASE STUDY– MRS. Y

Mrs. Y is in her mid-fifties. She was a non-reader. Mrs. Y and her husband have four grown children, all college educated. They own a considerable amount of property inclusive of two supermarkets: one fairly large and one small Ma and Pa type. Mrs. Y is community-minded and decided that she would practice what she preached. So as she had encouraged many of the younger people who had dropped out of school in her area to attend the AMLC, she set the example by enrolling herself.

Mrs. Y could do arithmetic on a low scale: some addition and subtraction. She had acquired that amazing skill that many adult illiterates have for counting money in their heads quite accurately. She is quite skilled in sight recognition of "store" words, as she has had to develop that skill to work with her husband in their stores. While she could not recognize the word "meat" on paper, she knew the words sausage, hamburger, eggs, and several others. Mrs. Y learned very quickly to move along independently; often with very little coaching from the instructor.

Mrs. Y has shown tremendous progress over the past several months. She has completed Skill Book I and accompanying supplemental reader of the Laubach Series. She has completed book one of Steps to Math and is well into book two of the Laubach Series and book two of Steps to Math.

Often, Mrs. Y cannot attend the AMLC because she must mind the store, and when she does come, can only stay a short time. She works long hours and yet finds time to give some attention to her work. Her progress has shown that her ability to learn is not at all impaired.

She states that she only went to about the second grade as she was from a large family and the older children's schooling was sacrificed to help send the younger children to school. However, she kept a mind to improve and promised herself that her children should not have the same experience. Mrs. Y is a conscientious learner and her progress illustrates her desire to learn.

CASE STUDY– MRS. X

Mrs. X came to the AMLC a non-reader. She says she went to the eighth grade in school, but admits that she was simply moved along. Her assessment of the situation is that she was not as "quick" as some of the others in her class and the teachers did not take the time to analyze her problem and/or help her. Thus, she continued to go backward until she dropped out.

She has several school age children and her reasons for attending the AMLC are that she wants to be able to understand and help her children with their school work, and she also wants to become less dependent upon others for help in areas where reading and writing are concerned.

Mrs. X, unlike many adults who managed to acquire certain basic survival skills such as reading food words, i.e. pork chops or counting money, had very sparse survival skills. She had difficulty counting actual coin money and no skills counting money on paper. Her thinking and reasoning abilities were rather disjunctive.

However, Mrs. X is not retarded. After reorienting herself to the learning process, she began to progress at a reasonable rate. Her learning abilities appear to be about average considering that, of course, within the frame of reference of an adult learner who has not learned to read and write.

She has completed book one of the Laubach Literacy Series (Skill Book I) and the accompanying supplemental reader, Steps to Learning, and Steps to Mathematics. Book 1. She is now working in Book 2 of Steps to Math and Skill Book II of Laubach. She now follows the advertising section of her local newspapers for weekly sales at the supermarket. She can read numbers.

Mrs. X has shown remarkable progress over these several months and her ability to reason in general is greatly improved.

CASE STUDY– MISS S

Miss S is a 23 or 25 year old woman. (She's not sure of her age.) She has a 13 year old son. She went through the second grade in school. Her mother would or could not send them to school. She is somewhat guarded about her background. She is a total non-reader.

It appears that Miss S has a learning disability. Her powers of concentration are grossly weak. Miss S has been coming faithfully to the AMLC for about seven months. In that time we have been unsuccessful in teaching her the alphabet, how to write her name, or how to recognize or count numbers from one to twenty. Miss S can now recognize her name and that of her son, but she is still confused on all of the letters.

Several different methods or teaching approaches have been tried on Miss S without much success. However, Miss S has some logic and reasoning abilities when dealt with verbally. She is working in a book of simple reasoning and logic and has no problem classifying, recognizing detail, distinguishing fact from fiction, identifying steps in process, and judging logic.

She continues to attend the AMLC because she says "nobody there picks on me or makes fun of me." She wants to learn. When she was asked if she would submit to testing to try to determine her problems, she agreed to the idea. The problem is that the sole public agency which does that testing felt the learner should come to it. The instructor is now attempting to find a person who will observe Miss S first in the setting of the AMLC where Miss S is comfortable and has a warm rapport with the staff.

It appears Miss S is aware of her difficulty in learning, but she does not know that she needs special help. Thus, it made approaching her with the idea a "tender issue" in that she is guarded about her problem.

SPECIAL STORY– MR. T.

Mr. T is a 54 year old adult learner. He attends the AMLC for the personal satisfaction of learning. He states that he has always had the desire to learn, but he was forced to leave school after the third grade when his grandparents who were rearing him died.

Mr. T is self-taught. He would take the books that other children discarded and teach himself to read and write.

Mr. T did a tremendous job of teaching himself. His reading ability is quite good. He has rather broad reading vocabulary and can comprehend what he reads. When asked to give an account of five articles he had read in the newspaper, he gave five examples of international and national news.

His skills reflect his early disorganized and disjunctive learning patterns. While he can read and understand a

word in context, he has no earthly idea of how the word is spelled without looking at it. His ability even to copy correctly what he saw was impaired. His writing skills were equally lacking, for while he knew full well the word "where", in writing a sentence, he wrote as he heard and the word became "ware". However, his speech is not grossly flawed in that he does not pronounce the word "was" as "war" even though he would write it that way. His writing was quite disjunctive: verbs omitted, endings left off words, I in the lower case. Yet he reads word endings and pronounces words clearly.

Mr. T has made remarkable progress in relating the written word to the spoken word. He now copies correctly, makes a full sentence complete with verbs and word endings, is conscious of the proper spelling of words. He can generally express himself more completely on paper.

His math skills are very good. He handles the basic computation skills: adding, subtracting, multiplying, and dividing without difficulty. He experienced a little trouble in the subtraction of mixed numbers, but he quickly grasped the idea and was able to move on.

SHORT STORIES

Mrs. W came to the mobile center for a short period of time. She left to take a job and after several months returned. When she came back, her husband came with her.

Mr. D is a young man (early twenties) with very limited skills. He states he went through the seventh grade, but his functional abilities are at a much lower level. He shucks oysters for a living. He came to the AMLC for several weeks. The instructor had the occasion to hear some of his friends taunting him about his attendance. Shortly thereafter, Mr. D stopped coming; it appeared peer pressure prevailed. Just recently Mr. D came to the AMLC to say he would be coming back.

Mrs. D is a woman in her mid-thirties. She and her husband run the store where the AMLC parks. She enrolled to improve her skills in general and her math in particular as she can use the improvement in her business. Mrs. D has no children of her own but comes from a large family of which she seems to be the "matriarch" to a host of sisters, brothers, nieces, nephews and other relatives. Thus, at this site Mrs. D has influenced several of her relatives to attend the AMLC.

Mrs. A is preparing to take the high school equivalency exam. She left school in the tenth grade. She is in her late twenties and has several school age children. She has quite strong skills and should take the equivalency in December, 1978. Mrs. A was/is very helpful in "spreading the word of the AMLC" in her area. This site has had an excellent growth and attendance record.

Mrs. H is among several working people who send their books. Mrs. H will do several pages in her books, send them by her sister (Mrs. A); the staff corrects her work and returns it to her with explanations. Then, on occasion, Mrs. H takes a day off from the job to come to the AMLC to "catch up". Mrs. H wants to finish her high school education.

The two sisters L are high school graduates whose skills are grossly lacking. For instance, one sister L experienced a great deal of difficulty in working with decimals and making the correlation between decimals and fractions. These two young women (early twenties) were referred by the Migrant and Seasonal Farmworkers Association. They are examples of some of the by-products of the schools who have certificates but slim skills to back them up. They are showing very good growth potential, and their aim is to be able to take advantage of the new employment opportunities that promise to come to the Shore.

WHAT IS BASIC EDUCATION? A COMMUNITY TRAINING PROJECT

Project Director
James Brumfield
Assistant Superintendent
Fauquier Co. Schools
10 Hotel Street
Warrenton, VA 22186

Project Coordinator
Mrs. Rebecca Jones
Coord., Adult Learning Center
705 Waterloo Road
Warrenton, Va 22186

INTRODUCTION

In a predominantly rural community, experiencing growth and change, which has no central agency to coordinate public service activities, it is difficult to have informed community leadership and difficult to identify and reach the educationally deficient adult population.

There is a real need to inform and educate these persons whose leadership roles bring them into contact with many local residents who could benefit from adult basic education services. In addition, it is imperative to convey to community leaders the many contributions which the adult basic education program can make to improve the quality of life in the community.

This project, "What is Adult Basic Education? A Community Training Project", consisting of a one-day training activity for local community leaders, educators, and counselors was held in August, 1977. The participants were involved in a series of large and small group activities designed to enable them to be knowledgeable about the local ABE services, and the target population to be reached, and through informal interaction, to establish personal communication between agencies in support of ABE services.

PROGRAM OBJECTIVES

1. As a result of attending the training session, participants will identify the target population for ABE activities and will be knowledgeable of some of the unique characteristics of the educationally deficient adult.
2. As a result of attending the training session, participants will identify ABE services available in the local community.
3. At the conclusion of the training program, a network of community leaders and educators in support of adult education will be established.

STRATEGIES

The Airlie Foundation Conference Center was chosen as a training activity site because of its facilities and location in the county. The following community and education agencies were involved: Fauquier County Community Action Program, Parks and Recreation Department, Welfare Department, Public Health Department, Probation Department, V.P.I. Extension Services, Family Guidance Center, Vint Hill Farms Station, Principals and Assistant Principals of all Fauquier County Public Schools, Fauquier County Alliance of Churches, secondary school counselors, and selected school board personnel.

The sixty participants will be in contact with a minimum of 1500 persons within the community during the school year.

Following is the program for the workshop.

The Adult Learning Center

presents

"WHAT IS ADULT BASIC EDUCATION?
A COMMUNITY TRAINING PROJECT"

Program

11:45	Registration
12:00	**First Session**—The Studio—Moderator: Joanne Parker Welcome—Mr. S. Harold Lamm, Superintendent of Fauquier County Public Schools Overview of Program—Mrs. Joanne Parker, Supervisor of Elementary Education, Fauquier County Public Schools Adult Basic Education in Fauquier County—Mrs. Rebecca Jones, Coordinator of Fauquier County Adult Learning Center
12:30	Luncheon—Dining Room
	Second Session—The Studio—Moderator: Mrs. Rebecca Jones
1:30	Adult Learning Centers in Virginia—Mr. William M. Moore, Supervisor of Adult Education, State Department of Education
2:00	Adult Performance Levels—Slide-film Presentation
2:30	Obtaining a High School Equivalency Certificate—Mr. George DuBose, Assistant Director of Adult Education, Arlington County Public Schools (The GED Examination—Ms. Phyllis Costly)
3:00	Break (Cokes and Coffee)
3:30	Counseling the Adult Learner—Mr. Fred Essex, Supervisor of Secondary Education, Fauquier County Public Schools
4:00	Action and Reaction—Panel Discussion with Members of Community Moderator: James G. Brumfield, Assistant Superintendent for Instruction, Fauquier County Public Schools Panel Members: Mr. Hugh Greene, Director Educational Services, WNVT Channel 53 The Honorable Raymond R. Guest, Jr., Delegate, General Assembly Dr. Mace Summers, Director, Fauquier Family Guidance Center Ms. Emily Shull, Director, Educational Services, Vint Hill Farms Station
4:45	Evaluation
5:00	Relax, Relate, Exchange Ideas
5:30	Music in the Garden—The Young Dominion Director: Mrs. Bernice Pearson
6:00	Dinner—Dining Room

Third Session—The Studio

7:00 Introduction of Speaker—Mr. S. Harold Lamm
Speaker: Mrs. Arthur J. Goldberg, Educator, Author, Artist
Adult Education and Career Advancement
A display of adult education media—television, programmed materials, teaching machines tests, etc.—will be available from 2:00 p.m. to 4:00 p.m.

RESULTS EXPECTED

The purpose of Fauquier County's special project was to bring together educational and community leaders in order to inform them of the many services of the adult basic education program; to acquaint them with the population which is served by adult basic education; to foster an exchange of information and spirit of cooperation; and to enlist community support for the adult basic education program in Fauquier County.

In order to accomplish this purpose, a one-day training program for community leaders was held August 18, 1977, at the Airlie Foundation Conference Center, located in Fauquier. Counselors, school administrators, public servants from agencies such as welfare and public health, and business and agriculture leaders were in attendance.

RESULTS

The following table indicates the results of the pre-conference and post conference evaluation. A commitment was made to support the ABE program in Fauquier County through referrals and publicity.

ADULT BASIC EDUCATION WORKSHOP
Participant Survey

1. My understanding of the purposes of adult basic education is:

Very little	1	2	3	4	5	Very great
Pre-Conference*	3	11	46	27	13	
Post Conference*	0	0	5	50	45	
Follow-up*	0	2	18	40	40	

2. My knowledge of adult basic education services in Fauquier County is:

Very little	1	2	3	4	5	Very great
Pre-Conference*	8	22	32	30	8	
Post Conference*	0	5	5	60	30	
Follow-Up*	0	2	16	53	29	

3. My understanding of the population served by adult basic education is:

Very little	1	2	3	4	5	Very Great
Pre-Conference*	5	24	41	16	11	
Post Conference*	0	5	5	60	30	
Follow-Up*	0	4	29	42	25	

4. My understanding of the Adult Learning Center operation is:

Very little	1	2	3	4	5	Very great
Pre-Conference*	16	19	33	24	8	
Post Conference*	0	5	5	45	45	
Follow-Up*	0	4	29	36	31	

5. I would refer other persons to the adult education services:

Never	1	2	3	4	5	Frequently
Pre-Conference*	3	8	14	37½	37½	
Post-Conference*	0	5	5	15	75	
Follow-Up*	0	0	9	22	69	

*%Responding

A post conference survey was made in May, 1978 as shown on the table to measure the degree to which participants felt they had retained knowledge of the program and referred students to the Adult Learning Center. Very little slippage occurred between the post conference evaluation and the follow-up in May. Our records also indicate approximately a fifty percent increase in referrals from the participants organizations.

PROBLEMS ENCOUNTERED

1. The Conference funding date conflicted with the ending of the school year.
2. A part-time or full-time conference coordinator should have been written into the project. Conference planning was very time consuming.

FOLLOW-UP RECOMMENDATIONS

A. To continue to have similar workshops in the near future since many requests for one have been made.
B. We recommend such a workshop to all ABE programs within the state. It is a success story.

17

ADULT BASIC EDUCATION TEACHER TRAINING PROJECT: TEACHING ADULTS TO READ

Project Director
James Fowler, Coord.
Adult Education
6131 Willston Drive
Falls Church, VA 22044

Project Coordinator
Maryjane A. Cable
Reading Specialist
Fairfax Co. Schools
Fairfax, VA 22030

INTRODUCTION

Through this project, teachers increased their competencies in teaching illiterate adults to read. By developing and implementing an individualized diagnostic-teaching program, the teachers increased the reading abilities of 88 percent of their students. Forty-two percent of these illiterate students were speakers of other languages.

OBJECTIVES

1. To become acquainted with concepts of adult learning and illiteracy.
2. To locate and establish the illiteracy of one adult and secure that person's cooperation as a student for the project.
3. To determine precise reading needs of this student by the use of a criterion-referenced assessment battery.
4. To plan an instructional program based on the assessed needs and learning styles of the student, utilizing student input, and setting mutual goals.
5. To become familiar with a variety of teaching strategies and apply those strategies found to be appropriate to instructional sessions with his or her student and keep a written record of these sessions.
6. To become familiar with readability concepts and practice adjusting readability levels of materials to meet the student's instructional and/or independent reading levels.
7. To evaluate student progress by re-administering the reading skills assessment battery.
8. To share problems encountered and practice using adult problem-solving models in class and with his or her student.
9. To review and report on all project materials and additional sources of information related to the teaching of reading to adult illiterates.
10. To develop and share successful teaching strategies.
11. To report all work with students in a case study format.
12. To evaluate the training project.

RESULTS EXPECTED

1. Each teacher will increase competencies in teaching beginning reading to adult illiterates by teaching reading to one adult illiterate.
2. A model based on adult learning and reading acquisition theories will be developed.
3. A university- or college-level course that can be duplicated will be developed.
4. Selected reading methods and materials will be utilized and evaluated.

FINDINGS

The project description and more detailed findings appear in the final report and are too lengthy to include here. A list of general findings is presented.

1. Thirty-five teachers, 15 presently employed ABE teachers, and 20 future ABE teachers, met all project objectives and received three graduate-level credits from the University of Virginia for "CEED 555: Workshop in Teaching Reading to Adults"; free texts and materials; and a stipend for attending classes and completing the project requirements. These classes began in September of 1977 and ended in March of 1978 in an extended-semester arrangement to allow time for participants to apply strategies and to work with their students. The classes were held at the Staff Development Institute in Fairfax County.
2. The major objective of increasing teacher competencies was met through gains determined through pre- and post-assessments of a self-evaluation instrument used by the teachers and pre- and post-assessments of their student. The teachers gained an average of 30 confidence-factor points in their abilities to teach reading to adult illiterates. Student gains ranged from 0 (none) to 3.6 (three years, six months) grade equivalent scores as measured by the reading section of the **Tests of Adult Basic Education** (TABE).
3. A model based on adult learning and reading acquisition theories was developed. Adult learning theories of co-learning (i.e., the teacher was learning how to teach reading as the student was learning about reading) were utilized with the student being informed of all test results and contributing to setting educational goals. An adult was defined as a person 16 years old or older. The students in this project ranged in ages from 16 to 57. "Illiterate" was determined by the definition of a reading level below fifth grade as measured by a standardized test. The main instructional concerns, therefore, were those of teaching beginning reading skills. A model was developed which proved to be successful for 88 percent of the students taught by the teachers in the project. This model was as follows: (a) student assessment of reading by a standardized reading test to determine appropriate grade equivalency, (b) student assessment by a criterion-referenced assessment to determine specific word recognition strengths and needs, (c) student and teacher review of assessments and program planning with mutually agreed upon goals, (d) instructional sessions based on assessed needs and goals, and (e) student and teacher evaluation of progress.
4. A semester university course was developed and completed. All 35 participants evaluated the project. The evaluation form contained 45 items and appears in the final report. The items reviewed all session activities and assignments and required open-ended responses. Answers were generally positive and varied from "didn't like" to "would like to have spent more time." Instructor effectiveness was rated positive with some

reservations. The learning model of individualized diagnostic teaching was rated as "needs refinement" to "useful." The fact that 35 teachers stayed with the project until completion signifies that other classes can be conducted in a similar manner and hold teachers long enough to increase their effectiveness in working with this target population.

5. Many methods and materials were used during this project. The texts were **Basic Reading for Adults** by Grant Von Harrison, METRA Publishing Company, Blanding, Utah, 1977, and **Everyday, Everywhere Materials as Teaching Resources in Adult Basic Education** by Marilyn Shaw and Mary Roark, furnished by the Department of Education, Commonwealth of Virginia, March 1977. **Basic Reading for Adults** utilized a criterion-referenced test and presented detailed step-by-step directions for a non-professional adult with reading experience to instruct an adult with reading needs in beginning reading skills. Pre- and post-assessments of the METRA tests showed gains ranging from 3 to 129 decoding skill items with an average gain of 68. Sight word assessment gains ranged from 5 to 277 with an average gain of 62. An attempt was made to compare TABE and METRA. The results were inconclusive. The other test proved useful in demonstrating the variety of materials available for use with the adult illiterate. Participant evaluation of these texts were generally positive. The texts were supplemented by materials purchased from or donated by 22 publishers. Teacher evaluations of these materials ranged from "inappropriate" to "Excellent."

PROBLEMS ENCOUNTERED

1. The participant population of 40 active ABE teachers was proposed in the grant application based on 57 applicants who agreed to take the course. When arrangements were finalized for the project, only 15 enrolled and completed the project. The remaining 20 participants which included 6 reading specialists, enrolled as "future ABE teachers." This altered the anticipated expertise level and resulted in a wider range of experience, which created difficulties in the teaching-learning setting of the classes.
2. Difficulty in locating and retaining the illiterate students discouraged many of the participants. The 35 teachers contacted 57 prospective students, but only 26 students completed the project.
3. Many students stated they would like to continue learning to read. There were no provisions for this.
4. No tests of student ability other than reading were administered. The small amount of progress compared with the many hours of instruction suggested lower-than-average intellectual abilities.
5. Not only were the adult illiterates chosen by the teachers as their "students" illiterate in American English, but 42 percent were speakers of other languages. Fifteen other languages were presented. This was not anticipated by the instructor, and no materials or staff were available to meet these needs.

FOLLOW-UP RECOMMENDATIONS

1. Solve the first three problems listed above by expanding year-round learning centers in which students and teachers can get help in learning how to read and how to teach others.
2. Use and refine the individualized diagnostic-teaching model with adult-to-adult co-learner interactions as this has practical application for future use in teaching reading to adult illiterates. This model should be used in all institutions concerned with literacy acquisition of adults. The greatest gains were made by students who were enrolled in high school and adult classes as well as participating in this reading project. Gains of 3.5 to 3.6 grade equivalent scores were made by students in 17 to 20 hours of instruction time in reading.
3. Duplicate this university-sponsored class. Educators can make effective use of these teaching skills in working with high school, community college, and ABE students in need of basic reading skills.
4. Research the usefulness of this model in control and experimental settings; however, information on intellectual abilities needs to be included.
5. Address the problems associated with teaching speakers of other languages to read materials written in English.

DESCRIPTION AND ADDITIONAL FINDINGS

This project began with invitations to ABE teachers in 12 school systems in the Northern Virginia Region in the summer of 1977. Applicants were interviewed and/or [illegible] by the project administrator, James W. Fowler, [illegible] for Fairfax County Public Schools. Forty [illegible] ABE teachers enrolled in the classes at the [illegible] meeting in September. Five dropped out in Octo[illegible] personal reasons." Thirty-five completed all requ[illegible] credits and stipend.

To [illegible] objective of increased competencies, a [illegible] was established through the use of a self-[illegible] instrument in which each participant rated his or her present knowledge and skill in 20 areas concerned with the teaching of reading to adult illiterates. Knowledge and skill self-ratings were considered by the instructor as translatable into "confidence-factors" which ranged from 24 to 76 with an average of 53 at the beginning of the project. Upon completion of the project, the same self-evaluation instrument was given. At that time, the confidence-factors ranged from 64 to 97 with an average of 83. By successfully completing the course requirements, the participants increased an average of 30 confidence-factor points in their evaluation of their own ability to teach reading to adult illiterates.

Participant competencies increased upon the successful completion of each assignment. As this was an objective based program, each of the 12 objectives appearing in the abstract will be addressed with a process explanation and findings (when appropriate).

OBJECTIVES:

1. To become acquainted with concepts of adult learning and illiteracy.
   a. Participants kept a diary of one typical day in which they recorded all of their reading events which were read and discussed in class as an exercise in becoming sensitive toward the adult lacking in reading experience.
   b. They participated in discussions of adult learning and the many myths concerning the ability of adults to learn new skills.
   c. They listened to and discussed instructor presented information.

2. To locate and establish the illiteracy of one adult and secure that person's cooperation as a student for the project.
   a. Participants contacted and interviewed 57 prospective students age 16 years and older.
   b. "Illiteracy" of the prospective students was established by administering the reading sections of the **Tests of Adult Basic Education** (TABE) by CTB/McGraw-Hill, 1976. Twenty-six of the 57 prospective students contacted and tested met the literacy criterion of fourth grade reading level and below and completed the project. No records were were kept on adults not meeting the criterion. The beginning reading level grade equivalent scores of the 26 member group ranged from 1.0 (first grade) to 3.7 (third grade, seventh month). The average was 2.1 (second grade, first month).
3. To determine precise reading needs of this student by the use of a criterion-referenced assessment battery.

   The assessment battery, which was part of the student kit furnished through project funds as a supplement to the text, addressed the basic reading acquisition needs of decoding (pronouncing common sounds of alphabet letters and blending these sounds into word-length units of two and three syllables) and sight word recognition (words pronounced correctly).

   Decoding skills of the students ranged from 2 to 150 with an average of 47. Sight word pronunciation ranged from 0 to 524 with an average of 158.
4. To plan an instructional program based on the assessed needs and learning styles of the student, utilizing student input, and setting mutual goals.
   a. Project participants scored and evaluated results of the TABE and METRA in class.
   b. To establish learning style, participants instructed their students (each participant had one student) in four basic word-learning models, each model emphasized a modality such as visual (V), auditory (A), kinesthetic (K), or tactual (T), using words given by the student. Participants were also instructed to try combinations of these methods until a learning style was discovered.

      Results showed that 12 students learned words with a VAKT combination, 5 with VAK, 4 with VA, 2 with visual, 2 with auditory, and 1 not established. Case study evaluation by the instructor revealed poor recording procedures of this assessment.
   c. Student strengths and needs were recorded on an instructor-developed form which allowed student input space.
   d. Long-range and immediate goals were written in class by the participants. Student input for each item was recorded with mutual (student and teacher) goals set and recorded during an information and goal setting session.
5. To become familiar with a variety of teaching strategies and apply those strategies found to be appropriate to instructional sessions with his or her student and keep a written record of these sessions.
   a. Participants attended lectures and received instructor handouts and materials.
   b. They practiced chosen strategies through role-playing activities with other participants. Participants were to use those strategies which matched student learning styles. Case study evaluation by the instructor revealed that the participants were inconsistent in matching strategies with student learning styles.
6. To become familiar with readability concepts and practice adjusting readability levels of materials to meet the student's instructional and/or independent reading levels.
   a. Lecture and in-class readability assessment procedures were practiced on student materials provided by the grant or brought in by the participants. (The Fry readability graph was used because of its ease and appropriateness for this level of materials.)
   b. Instructional, independent, and frustration level concepts were presented in lecture and handout format and participants practiced lowering readability levels of materials by an instructor-devised method to meet the needs of the students.
   c. In instructional sessions with their students, the participants practiced matching materials, as published or lowered, through the use of an informal reading inventory with a readability assessment of the samples used.
7. To evaluate student progress by re-administering the reading skills assessment battery.
   a. The participants administered the pre-assessments (TABE and METRA) as post-assessments.

      TABE pre and post scores of total reading for the 26 students completing the project revealed a pre-range of 1.0 to 3.7 with an average of 2.1. Post scores revealed a range of 1.0 to 5.5 (the ceiling of Level E, form 4 of the 1976 edition). Four students scored 5.5. The average post score was 3.2. Gains on the TABE total reading score were 1.1 average. Three of the 26 students made no gains. Eighty-eight percent or 23 of the 26 students made gains ranging from .1 (one month) to 3.6 (three years, six months).

      TABE pre and post scores of Vocabulary showed a pre-range of 1.0 to 3.4 with an average of 1.9. Post scores showed a range of 1.0 to 5.5 (the ceiling) with an average gain of 2.3. Three students made no gains. Twenty-three students made gains of from .1 to 3.9 grade equivalent scores.

      TABE pre and post scores of comprehension showed a pre-range of 1.0 to 5.5 with an average of 2.4. Post score ranges were from 1.0 to 5.5. Eight students achieved the 5.5 ceiling score. Six students made no comprehension gains. Twenty students made gains from .1 to 4.5. Average comprehension gains were 1.1. METRA pre and post scores of decoding skills showed a pre-range of 2 to 150 with an average of 47. Post scores range from 26 to 218 with an average of 83. Gains ranged from 3 to 129. Average gains were 68.

      METRA pre and post scores of sight word pronunciation revealed a pre-test range of 0 to 524 with an average of 158. Sight word post scores ranged from 58 to 586 with an average of 231. Gains ranged from 5 to 277 with an average gain of 62.

      An attempt was made to compare TABE with METRA. Results were inconclusive.

b. Participants developed informal reading inventories of material on their students' instructional or independent reading levels while establishing a readability level of the samples used in the inventory.

An attempt was made to validate the TABE scores by the readability levels of the informal reading inventories, however, the results were too varied to be conclusive.

c. Participants recorded the approximate number of words estimated to be the number of words their students could read. These word number estimates were compared with the number of words presented in basal readers for comparable grade levels. The word number estimates were inconsistent with the informal reading inventory as well as the TABE, METRA, and basal figures. The instructor anticipated a correlation of these factors, but none appeared to exist.

d. Participants informed their students of all post-assessment results and invited them to comment on how they felt about their gains and how the project affected them. The student comments were recorded (by their teachers) on an instructor-invented form and ranged from "pleased" to "now considering college."

8. To share problems encountered and practice using adult problem-solving models in class and with his or her student.

a. Participants shared the problems they were having in teaching reading to their students.

b. They practiced "active listening", sending "I messages", and structured problem-solving (from **Teacher Effectiveness Training,** by Thomas Gordon, David McKay Company, Inc., New York, 1974).

c. Participants were encouraged to use these activities with their students. Participant evaluation of these activities ranged from "didn't like" to "very effective".

9. To review and report on all project materials and additional sources of information related to the teaching of reading to adult illiterates.

a. Written reports on materials and articles were submitted by the participants and read and recorded by the instructor. There were a total of 397. The materials from the 22 publishers were exchanged during class meetings and all materials were not reviewed by all participants. No results have been determined from these reports.

Participant evaluations of the text, **Basic Reading for Adults,** were written in response to these items: (1) general comments, (2) usefulness as a text for you, and (3) usefulness as a book for your student. Twenty-four participants had positive (OK to excellent) comments for the first item; 28 were positive about usefulness for them; and 24 recorded positive comments about usefulness for the student.

10. To develop and share successful teaching strategies.

Participants reported on and distributed copies of their strategies to the class members.

11. To report all work with students in a case study format.

All participants submitted case studies which were read and evaluated by the instructor.

12. To evaluate the training project.

Participants responded in open-ended style to 45 items concerned with the project. Some responses were quite lengthy. A detailed analysis has not been made.

CASE STUDY REQUIREMENTS

Each student is required to locate and work with an adult illiterate to help him/her overcome problems in learning to read. The following process will flow with the class topics so that the total study will be completed before the end of the training project.

Completion Dates	Assignment
October 11-12	1. Locate and conduct an informal interview on an adult who is 16 years or older and who is an illiterate. Record results on form provided.
October 18-19	2. Administer **Test of Adult Basic Education** (TABE). If student is **not** level one, another student must be located, interviewed, and tested as this is the target population of the grant. Tests and forms provided. Record results.
October 25-26	3. Administer criterion METRA tests. Record results.
November 1-2	4. Record an item analysis on tests. Write an Instructional Plan based on assessed needs.
November 15-16	5. Inform student of test results, item analysis, and program. Record student input. Set mutual or revised goals. Determine priorities. Record results.
November 15-16	6. Determine student learning style and record results.
February 28-March 1	7. Record all lesson plans of instructional sessions with student. All records must include dates, times, objectives, procedures, materials, and results. A minimum of twenty (20), forty-minute sessions is required for a passing grade. (Students tend to progress in direct proportion to time spent in instructional sessions.)
March 14-15	8. Conduct the following as Post-Assessments: a. TABE b. METRA c. Readability on most recent material read at Instructional or Independent level.
	9. Evaluate student progress by writing a Learning Gains Summary which includes:

a. TABE Post minus Pre equal Gains
b. METRA Post minus Pre equal Gains
c. Number of words read successfully
d. Reading Level of most recent material read at Instructional or Independent level.

10. Show students all results and record student evaluation of the program.
11. Prepare a written Summary Report to be read in class and include in case study. The Summary Report is to include statements of each of the items (1-10) above.
12. Organize data in eleven (11) labeled sections. Secure all information in a notebook and hand in.

Special Note: The case study will be handed in on March 14, 15 and will receive a grade by the course instructor. On March 28, 29 it will be handed back for use in case study reports. At the end of class, it will be collected again and become the property of the grant evaluation team. All fundings will be summarized, evaluated, and distributed to all ABE programs in Virginia. It will also be reported on in a special ABE conference in the summer of 1978.

CEED 555: WORKSHOP IN TEACHING READING TO ADULTS.—Class Session Activities and Assignments

Sept. 13, 14 **Orientation, Requirements, Registration**

1. Explanation of ABE Grant
2. University course registration
3. Participants will complete an individual questionnaire and a knowledge and skill self-evaluation.
4. Program Overview
5. Explanation of requirements.

Assignment: Bring notebook to next class session. Choose one "typical" day. Record what you read for each hour of the day. Record also what you would have done if you were illiterate. Describe feelings.

Oct. 4, 5 **Characteristics of the Adult Learner—Literate and Illiterate**

1. Each participant will introduce self and tell present teaching assignment, teaching experience, and reasons for joining this program.
2. Lecture: Adult Learner—definitions and characteristics; Literacy and Illiteracy in the United States.
3. Each participant will report on reading diary and feelings.
4. Participants will discuss co-learner status of adult learning.
5. Explanation of student interview (handouts).
6. Partners role play co-learner interview.

Assignment: Locate case study-subject and conduct interview. Record subject's verbal responses.

Oct. 11, 12 **The Reading Process, Formal Test Procedures**

1. Each participant reports on informal interview and co-learner base established with student.
2. Each participant will experience common perception and reading problems of an illiterate.
3. Lecture: the Reading Process (handouts).
4. Lecture: Formal Test Procedures (distribution of TABE).
5. Each participant will practice administering the test to a role-playing partner.

Assignment: Administer TABE to case study subject. Bring 3 x 5 cards and flair pen to class.

Oct. 18, 19 **Reading Instruction Overview, Informal Testing Procedures**

1. Each participant will score, interpret, and do an item analysis of the TABE.
2. Lecture: Reading Instruction: Historical and Current (handouts).
3. Introduction of text, **Basic Reading for Adults.**
4. Lecture: Informal Testing Procedures.
5. Each participant will practice administering METRA tests to role-playing partner. (Testing materials will be written on 3 x 5 cards).

Assignment: Read text, note difficulties encountered with respect to terminology, procedures, etc. Administer METRA tests.

Oct. 26, 27 **Item Analysis, Precision Teaching, Instructional Planning**

1. Each participant will score, interpret, and do an item analysis of the METRA
2. Lecture: Precision Teaching, Planning an Instructional Program for Adults (handouts)
3. Each participant will plan an instructional program based on student needs.
4. Each participant will plan and practice first lesson with role-playing partner.

Assignment: Conduct discussion with student on test results and program plans. Record student input. Set mutual or revised goals. Establish priorities, conduct first lesson, and bring possible student reading materials to class.

Nov. 1, 2

Materials Assessment of Readability, Approaches to Reading

1. Each participant will report on program plans, student input, revisions, and goals.
2. Each participant will report on first lesson.
3. Lecture: Materials Assessment of Readability.
4. Each participant will do a readability assessment on possible student reading materials.
5. Each participant will practice material revision to lower readability to meet student needs.
6. Presentation of Instructional and Independent Reading Level concepts (handouts).
7. Each participant will construct a reading level inventory of student material.
8. Lecture: Approaches to Reading: General and Based on Student Learning Style.
9. Participants will practice with partner to determine learning style through introspective-retrospective interviewing and learning-method trials.
10. Check out of student materials for use and review.

Assignment: Determine student learning style. Record results. Continue working with students using learning style and student-selected materials incorporated. Record sessions.

Nov. 15, 16

Strategies for Teaching Word Attack Skills

1. Each participant will report on learning style assessment.
2. Each participant will report on instructional sessions.
3. Lecture: Strategies for Teaching Word Attack Skills (handouts).
4. Each participant will practice teaching words using variations and combinations of strategies.
5. Each participant will share problems with a small group in teaching most recent lesson.
6. Exchange and check-out project materials for use and review. Share findings with small group.

Assignment: Continue working with student. Record all plans and sessions. Using 3 x 5 cards, record all mispronounced words as "said:for."

Nov. 29, 30

Strategies for Overcoming Word Attack Problems

1. Each participant will put name on back of cards and hand in.
2. Through class discussion, each problem will be assessed and strategies for overcoming each problem will be offered.
3. Handouts will be presented for participants to assess student problems in word-attack, comprehension, and fluency.
4. Participants will practice problem assessment techniques with partners in class.
5. Exchange and check-out project materials for review. Share findings with small group.

Assignment: Continue working with student. Record all plans and sessions. Use 3 x 5 cards and "said:for" technique in lessons. Use handouts on problem assessment and record results on a checklist provided in class.

Dec. 13, 14

Strategies for Overcoming Comprehension Problems

1. Each participant will report on comprehension problems discovered in problem assessment and recorded on checklist.
2. Strategies for remediation of the problems will be presented.
3. Participants will practice remediation techniques with role-playing partners.
4. Lecture: Comprehension.
5. Adult Performance Levels and Functional Reading concepts will be presented and discussed.
6. Small group sharing of instructional sessions.
7. Exchange and check-out project materials for review. Share findings.

Jan. 3,4

Evaluation of Student Progress, Problem-Solving Session

1. In small groups, each participant will share a complete review of case study subject-assessment and lessons.
2. Each participant will record the problems encountered.

3. A problem-solving model will be presented, and each group will work through the steps of the worksheets provided.
4. A recorder in each group will report to the whole class at the close of the session.
5. Materials exchange for review.

Assignment: Continue working with student.

Jan. 17, 18 **Strategies for Fluency Improvement and Rate Building**

1. Lecture, handouts, and worksheets on how to assess and improve fluency and reading rate.
2. Each participant will determine his own oral and silent reading rate using class materials.
3. Each participant will practice speed reading techniques.
4. A small group problem-sharing session will be practiced if needed.
5. Materials exchange for review.

Assignment: Assess student's oral and silent reading rate. Begin improvement sessions if student wants it or feels it is necessary. Continue sessions with student.

Jan. 31, Feb. 1 **Reports on Reading Assignments**

1. Each participant will report on readings in **Teaching Reading to the Illiterate Adult.** These reports are to be from books and professional journals.

Assignment: Continue working with student.

Feb. 14, 15 **Presentation of Successful Strategies with Case Study Subjects**

1. Each participant will present at least one method, procedure, or activity which worked in helping his student learn how to read. A written description, with sufficient copies for each class member, is to accompany the presentation.

Assignment: Continue working with student. Bring student reading material to class that you plan to use in future lessons.

Feb. 28, Mar. 1 **Evaluation of Student Progress**

1. Assessment methods will be reviewed and Learning Gains Summary concept presented.
2. Each participant will prepare a Reading Level Inventory based on student material brought to class.
3. Each participant will complete a readability of the material.
4. Each participant will determine, prepare, and practice post-assessment procedures.

Assignment: Count and record the number of words the student has read successfully during program. Record in case study. Administer TABE, MFTRA, RLI, and Student Evaluation of the Program. Discuss results with student. Prepare summary report and prepare your case study for hand-in.

Mar. 14, 15 **Report on Case Studies**

1. Each participant will read the summary report of the case study.
2. Each participant will hand in the case study.

Note: Participants who will continue working with their students will need to make copies of the material from the studies that they wish to keep.

Mar. 28, 29 **Complete Case Study Reports, Evaluate Training Program**

1. Instructor evaluated case studies will be returned.
2. Case study reports will be given by participants who have not reported previously.
3. Each participant will evaluate the training program by completing an Evaluation Summary Form.
4. Case studies and project materials will be collected.

APL VIA TV FOR ABE

Project Director
Gene Noel
Adult Basic Education
3330 King Street
Alexandria, VA 22302

Project Coordinator
Katie Bull
Adult Basic Education
Charles Houston Neighborhood Center
901 Wythe Street
Alexandria, VA 22314

INTRODUCTION

Through the use of the Mississippi-Cambridge Video Materials, "Just Around the Corner", an experimental ABE activity was established to provide a unique combination of class instruction, private one-to-one instruction, and a refinement of referral, public education, and promotion of agency cooperation.

OBJECTIVES

1. To test, demonstrate, and evaluate the Mississippi-Cambridge video materials utilized at the new Charles Houston Neighborhood Center (CHNC) ABE Program;
2. To establish an effective referral system both to and from ABE;
3. To help in the city-wide coordination of agencies with similar adult basic education goals and purposes;
4. To develop a better evaluation and record-keeping procedure;
5. To develop ABE's role as an educator about the importance and need for adult literacy programs.

RESULTS EXPECTED

1. To use competency-based video materials (Cambridge Book Company's "Just Around the Corner" Series) with all students;
2. To initially screen 200 potential students, 50 of these to be placed with private tutors, 50 referred to other agencies and programs, and 100 to be enrolled in the CHNC classes.
3. To orient and train 10 volunteers in non-tutoring jobs to help support other program objectives.
4. To develop an effective system both to and from CHNC ABE when students are ready.
   a. creating and maintaining a close referral follow-up;
   b. providing fliers both to recruit students and educate the public;
   c. attending community agency meetings;
   d. updating agency files; and,
   e. listing services in city directories and local agency publications.
5. To help city-wide in the coordination of agencies with similar purposes.
   a. to further promote the referral system mentioned above;
   b. to sponsor a mini-conference of agencies interested in literacy;
   c. to open evening and weekend classes, as needed; and,
   d. compile a listing of opportunities in education (0-9th grade level) in Alexandria.
6. To develop improved evaluation procedures and methods of record-keeping.
   a. compare APL competencies pre-and post test;
   b. determine students' need for APL instruction;
   c. track changes of feelings of increased APL functioning ability;
   d. develop an ABE screening device to be used with all prospective students in initial intake interview.
7. To develop ABE role in community education about the need for and availability of basic education for adults:
   a. hold an agency open house;
   b. establish an advisory committee:
   c. collect and reproduce student stories, and,
   d. continue aggressive public education programs.

FINDINGS

1. A demonstration center was established with ABE classes beginning in mid-September, but video instruction began in November when the video equipment arrived.
2. One hundred nine students were served in classes and in tutorial instruction. (Referrals accounted for a dozen additional students.)
3. One non-tutoring volunteer was available on a regular basis for assisting in the office. (Ten were proposed in the original project objectives.)
4. Twenty-five students received one-to-one reading instruction during the project year by trained volunteer reading tutors. Most tutors worked with more than one student.
5. A referral system was developed and operational throughout the project year.
6. United Way Agency and Coordinator's Roundtable of Voluntary Agencies' meetings were attended monthly.
7. A 200-listing agency file was updated and kept current.
8. A series of meetings with concerned citizens were held and the need for a GED testing site in Alexandria was identified. (A test site request was made by the Alexandria School Board to the Department of Education, Commonwealth of Virginia.)
9. A listing of agencies providing educational services to Alexandria undereducated adults was compiled.
10. Evening classes have been held all year with late afternoon and industry classes requested to open next year.
11. Intake evaluation models have been developed and are operational. The screening device and interview model has been used with enthusiasm by the staff.
12. The Agency Openhouse was substituted with two student-sponsored celebrations. A "Do Your Own Thing" night was held in December. In June, a Graduation and Awards Night followed a covered dish supper. Invited guests from the community attended each event.

13. A new brochure and large posters have been printed.
14. The advisory Committee is still getting new members and will be fully operational this year. Committee members already include business, labor, and agency representatives as well as a number of students.
15. It was found that video materials enhance a good ABE program, but were not the anticipated motivation for attracting new students.

PROBLEMS

1. The video equipment's late arrival delayed the actual use of the APL materials for 3 months.
2. Of the anticipated 50 tutors required, The Literacy Council of Northern Virginia supplied less than one-fifth of this number.
3. Older students and advanced ABE students working on Pre-GED materials had little interest in the APL video programs. Both student groups preferred a more standard and traditional teaching approach.
4. Fifty employees from City Hall were scheduled to begin ABE classes in September, 1977. Because of City Hall personnel changes and employee training taking a low priority, classes did not materialize for City Hall employees. This sharply decreased the number of students we might have been able to serve.
5. The APL video equipment was scheduled to be shared with the other ABE Center in Alexandria. Because of security, the impossibility of transporting heavy equipment, and the suitability of APL tapes for ESL students, the APL materials were used in CHNC only.

RECOMMENDATIONS FOR FOLLOW-UP

1. ABE heavily assists the Literacy Council of Northern Virginia in tutor recruitment, focusing on potential tutors from the nearby housing projects. Recruited tutors, then, would receive training from the Literacy Council. Trained tutors would work with ABE students at beginning reading levels.
2. More administrative time be available for the project. The teaching load of the on-site professional staff left usually fewer than 8 hours a week for planning, recruiting, administering, and program development.
3. Classes and the video materials use would work better if begun at the same time.
4. "We The People Read" needs to be evaluated as a reading system and then compared with the New Streamlined English series, evaluating content and approach with recommendations in suitability of each system.
5. More intensive training and use of video materials is needed as the program begins its second year, and as additional video materials are added.
6. A free and inexpensive materials list is needed, correlated with the specific APL units in the "Just Around the Corner" Series.
7. Explore the appropriateness, limitations, and recommended adaptations needed for using the APL video tapes with the ESL student.
8. Plan for the utilization of APL tapes (now used in the classes) with tutorial students who don't want to miss their regular tutorial session.
9. Follow through in the City Hall employee classes for fall of 1978.

1978 ABE Dissemination Conference

STATE STAFF

Vocational Department—
Dr. Melvin H. Garner
L. M. Jewell

Adult Education Service—
William M. Moore
William C. Pursley
Doris A. Walker
Claiborne R. Leonard
Lennox L. McLendon
Horace P. Webb

Adult Education Secretaries—
Elaine Puryear
Edna Walker
Joan Harris
Nancy Cuddy
Delece Duncan

CONFERENCE PARTICIPANTS

1. Nadine Wheaton
2. Gene Rhodes
3. Ed L. Hall
4. Ronald Sherron
5. Ted Campbell
6. Loretta Pirkey
7. Lynn F. Cox
8. Sylvester Blue
9. Marion Lundy Walker
10. Mimi Felton
11. Dr. Samuel Hughes
12. Peyton Barlow
13. William Hopkins
14. Levi Galloway
15. Richard Moon
16. Andrea Joyce Piercy
17. Brenda Taylor
18. Herman Jones
19. H. David Ingram
20. Dr. Edward Cook
21. Panco Cantley
22. Gene Noel
23. Lelia Bryant
24. Betsy Hamner
25. Leonard Ira Drumheller
26. Thomas L. Smith
27. Paul R. Jones
28. William Young
29. George DuBose
30. Robert Aikin
31. Phyllis Costley
32. Ralph Hendrix
33. Charles Schmidt
34. Robert Wright
35. Robert Latimer
36. Erle Marie Perrenot
37. Rebecca Jones
38. Debra McQuillen
39. William Smith
40. Hugh Mumford
41. Barbara Stafford
42. Carolyn Whitesell
43. Harlan Pafford
44. Roland Warner
45. Joan Smith
46. Demetry DuRant
47. Brenda Trychan
48. James Fowler
49. Mary Jane Cable
50. Erenest Miller
51. John Marshall
52. George Guilliams
53. Aline Brinckman
54. Alma Akers
55. Mary Ann Shurtz
56. William C. Pursley
57. William M. Moore
58. Phyllis F. Byrd
59. Doris A. Walker
60. Lennox L. McLendon
61. Carroll Londoner
62. Harold Absher
63. Jeanne Ford
64. Kenneth Coward
65. Bernard Epps
66. James Cary
67. Artelia Charity
68. Stacy Wright
69. Rebecca Stamps
70. Alice Reavis
71. Mamie Easter
72. Minnie Lawson
73. Clifford Howlette
74. Thomas Fallen
75. Mary L. Wilson
76. Billie J. Slate
77. Joyce Leonard
78. Linda Dalton
79. Jack Sizemore
80. Ed E. Neeley
81. Jerry Browder
82. Sattar Mukadam
83. Rebecca Cobb
84. Donna Brant
85. Sammy Vanlandingham
86. Alma Watts
87. Cheryl Cutright
88. Mary Clark
89. Ralph Whitt
90. Jim Counts
91. Ophelia Taylor
92. Marvia Eubanks
93. Janet Jones
94. Vickie Jennings
95. Virginia Reid
96. Carol Brown
97. Patricia Thorp
98. Francis Southerlin
99. Marcia Diamond
100. Shirley Jackson
101. Viola Fowlkes
102. Sandra Knight
103. Shirley Phillips
104. Rebecca Phillips
105. Annie Stone
106. Catherine Lewis
107. Helen Prange
108. Edwina Bachschmid
109. Mrs. E. W. Allen
110. Irene Smith
111. Elvira James
112. Ronie Daniels
113. Francis Cox
114. Susan Oglesby
115. John Nichols
116. Gary Sumner
117. Lockard Conley
118. Dennis Witt
119. Catherine Drakeford
120. Stephenne Belle
121. Ruth Wise
122. Donna Davies
123. Joan Harris
124. Delece Duncan
125. Joe C. Watson
126. Arthur Burke
127. Ron Stephenson
128. James Meacham
129. Herbert Golden
130. Ed Brayboy
131. Esther Maclin
132. Lillian Kent
133. James Matthews
134. Mary Fary
135. Don Stowers
136. Elva Key
137. Louise Spraggs
138. Loretta Peyton
139. Raymond McDonald
140. Margaret Freeman
141. Edetha Burge
142. Robert Scales
143. Eunice Sample
144. D. Gourdine-Freeman
145. Gary Lowe
146. R. Kent Harris
147. Elizabeth York
148. Martha Berkle
149. Sharon Smith
150. Rita Gallaher
151. Robert Early, Sr.
152. Edward T. Jones
153. Mary Nussbaum
154. Barbara Beale
155. Evelyn D. Russell
156. Claudia Somers
157. Horace Webb
158. Betsey Kirkpatrick
159. Mary L. Trusdell
160. Elouise Spencer
161. Marjorie Mitchell
162. John H. Jenkins
163. Robert J. Borges
164. Harriette Banks
165. Vivian Jordan
166. Debra Marks
167. Betty Washington
168. Darlene Waters
169. Miles Reid
170. Katie Bull
171. Al Lennert

28

172. Gerry Parent
173. Michele McQuigg
174. Joe Ben Jamison
175. Reggie Harris
176. Cliff Copeland
177. Sallie C. Pusey
178. Judy Mauney
179. R. Clayton Camden
180. Charles Curry
181. Christopher Vuxton
182. Josephine Wood
183. William McCarrick
184. Robert Young
185. Sylvia Henken Day
186. Beverly Hughes
187. Richard Massey
188. David Easley
189. Jane Vess
190. Bette Jo Hileman
191. Charles Morgan
192. Barbara Slayden
193. Suzanne Y. Whitaker
194. Lily M. Walters